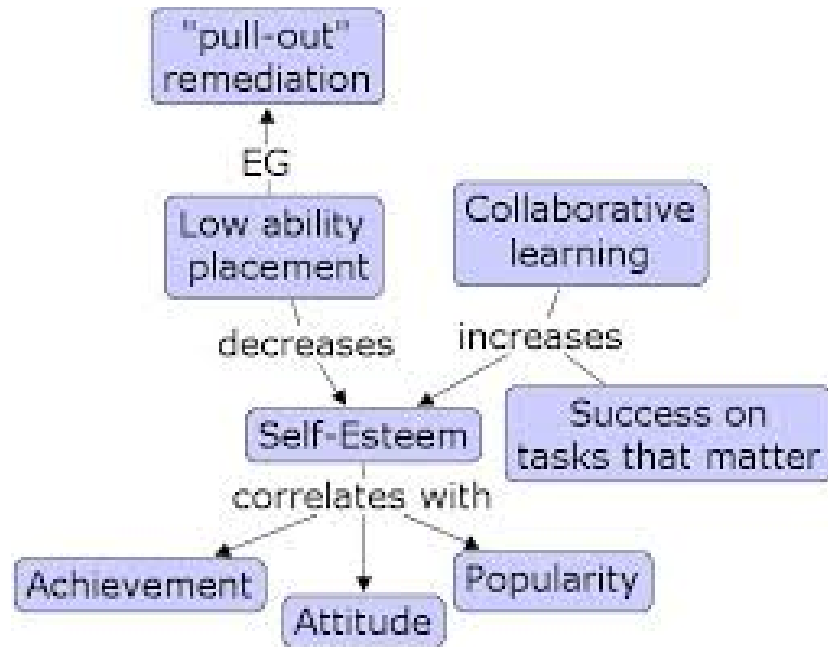


# EDUCATIONAL PSYCHOLOGY

Chapter Three  
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# THE SELF, SOCIAL, AND MORAL DEVELOPMENT



<http://www.sfu.ca/~jcnabit/EDUC220/week3/week3.html>

# SUMMARY PART 1

The first part of this chapter is all about the physical parts of development. The book goes over how different children mature at different paces (usually girls faster than boys) but remain at healthy levels. The problem with this, according to the book is low self esteem or a number of other problems. On page 71, the book talks about how young girls who “develop” faster than their peers are susceptible to “depression, anxiety, and eating disorders” and boys that mature faster than their peers are more likely to “engage in delinquent behavior...and abuse alcohol and cigarettes”. The book also goes over eating disorders such as bulimia, where a person (also more likely to be a girl) binge eats and then gets rid of the extra calories by vomiting. There is also a disorder called anorexia nervosa, where a person purposefully starves themselves.

## SUMMARY PART 2

The next section of the book goes over Bronfenbrenner's bioecological model of human development, defines it and provides a visual on page 76. Then it goes into further detail about the contexts of a person's life. The first context is families. There are many different types of family structures these days with about only "half of all children growing up in a household where the parents stay married" (pg 77-78) Then it goes on to analyze different types of parenting styles (the ways of interacting with and disciplining children) which are: Authoritative, Authoritative, Permissive, and Rejecting/Neglecting/Uninvolved. The book then goes into struggles of children with divorce. Apparently the most difficult time for a child after their parent's divorce is the first two years after it happens (in children ages 9-14) and about 75-80 percent of children of divorce adapt and develop "normally".

# SUMMARY PART 3

The next context is peers. There are two different types of peer groups, cliques and crowds. A clique is between 3-12 members and a crowd is a larger loose friend group. Crowds heavily influence a child's school career, by ridiculing children who try to do well in school it makes everyone a little less invested in school with numbers on page 81 such as 90% of students have copied homework from someone else and 66% of students have cheated on at least one test in that school year. Peer cultures also have a heavy impact on what an individual does. Psychologists have come to conclusions that certain peer groups, such as the populars, the jocks, the brains and so forth have their own "rules". A good example of this portrayed in pop culture is shown by this video clip: [http://www.youtube.com/watch?v=akbCmxb\\_w8s](http://www.youtube.com/watch?v=akbCmxb_w8s).

# SUMMARY PART 4

Peers also have a heavy influence on academics, studies have shown that 6<sup>th</sup> graders with little to no friends performed more poorly than their more “popular” counterparts. In schools there are 4 types of children; popular, rejected, controversial, and neglected. There are subgroups for two of the main groups which are, popular prosocial children and popular antisocial children, and rejected aggressive children and rejected withdrawn children. Good teachers, as defined by students, possess three main qualities, they care about their students, they maintain authority without being mean, and they are good motivators.

# SUMMARY PART 5

The next section is all about identity and self-concept. It starts off introducing Erik Erikson, a psychologist who proposed “a theory of psychosocial development that describes tasks to be accomplished at different stages of life” (pg 87). Erikson leans toward Piaget’s ideas that development is a passage through stages. Erikson proposes 8 stages; basic trust v. mistrust, autonomy v. shame/doubt, initiative v. guilt, industry v. inferiority, identity v. role confusion, intimacy v. isolation, generativity v. stagnation, and ego integrity v. despair. Each stage has important events that happen in certain age ranges. At each stage “an individual faces a developmental crisis” (pg 88). The next few pages cover the formation of racial identities, the way self-concept changes as children develop, the differences between self-concept and self-esteem, and asks the question, are there differences in self-concepts between the sexes.

# SUMMARY PART 6

The final section of the book is about moral development and focuses on two theorists, Lawrence Kohlberg and Carol Gilligan. Kohlberg is a psychologist who developed the theory of moral development. Kohlberg thought that there were 3 stages and 6 levels of moral development. This theory did not go without criticism however, Carol Gilligan the feminist theorist proposed that there is a different sequence entitled the “ethic of care” (pg 101)

# THEORISTS AND THEORIES

- Urie Bronfenbrenner- A Russian psychologist who developed the bioecological model of human development and “helped to found the Head Start early childhood program”(pg 75)
- Bioecological Model of Human Development- The theory developed by Urie Bronfenbrenner, stating that every person is born into a microsystem and is a part of a mesosystem, exosystem, and macrosystem. Also that interactions are important as are the context of those interactions.
- Erik Erikson- A self taught distinguished educator who developed the theory of psychosocial development that describes tasks at different stages of life
- Erikson’s 8 stages of Psychosocial development-the theory that emphasizes the emergence of the self, the search for identity, the individuals relationships with others, and the role of culture throughout life.

# THEORISTS AND THEORIES CONTINUED

- Lawrence Kohlberg- A psychologist who created the theory of moral development
- The theory of Moral Development-Created by Kohlberg, a theory that has several levels that explain why the stages of a persons moral reasoning. The levels are Preconventional, Conventional, and Postconventional.
- Carol Gilligan- A feminist who created the ethic of care out of disagreement to Kohlberg's male focused theory
- Ethic of Care- A more gender neutral theory of moral development

# INTERESTING QUOTES FROM THE CHAPTER

- Page 80= “Some analysts estimate that between 40% and 50% of first-time marriages that took place in the 1990s will end up in divorce”
- Page 81- “peers-not parents-are the chief determinants of how intensely they are involved in school and how much effort they devote to their education.”
- Page 82- “Children who are rejected by their peers are less likely to drop out of school as adolescents and may even evidence more problems as adults.”

Erikson	Age Approximation	Piaget	Kohlberg
Basic trust v. Mistrust	Birth-18 months/Preschool	Sensorimotor	Obedience
Autonomy v. Shame	18 months-3 years/Preschool	Sensorimotor	Obedience-Rewards/Exchange
Initiative v. Guilt	3-6 years/Preschool	Preoperational	Rewards/Exchange
Industry v. Inferiority	6-12 years/Elementary and Middle school	Late preoperational/Concrete operational	Being Nice/Relationships
Identity v. Role confusion	Adolescents/High school	Formal operational	Law and Order/Social Contract
Intimacy v. Isolation	Young Adulthood	Formal operational	Social Contract
Generativity v. Stagnation	Middle Adulthood	Formal operational	Universal Ethical Principles
Ego Integrity v. Despair	Late Adulthood	Formal operational	Universal Ethical Principles

Note-I am not sure how accurate this is, I was just curious about how the three theories correlate.

# KEY TERMS

Quizlet:

<http://quizlet.com/34916212/educational-psychology-chapter-three-flash-cards/>

# CLASSROOM APPLICATION

Some ways to use the content from this chapter in our future classrooms are:

- Using the knowledge of eating disorders to help students get treatment
- Use Kohlberg's stages of moral development to perhaps predict what a student will do based on their age and experience
- Use the table on page 86 to identify signs of abuse in your students lives and be able to help them cope

# REFLECTION

I thought that this was an extremely interesting and useful chapter, because of many reasons such as being able to connect the information in this chapter to others and because of all of the nice tools we were given in the various “guidelines” sections on pages 72, 75, 81, 90, 92, and 107. While reading this chapter I was able to identify with the stages that I have gone through and think about how I can use the tools in my future classroom.